

## Teaching English Speaking Ability by Using Expression Like and Dislike through Dialogue

Gunawan<sup>1</sup>, Abdul Rahman<sup>2\*</sup>

<sup>1</sup>Universitas Muhammadiyah Bone, Makassar, Indonesia

<sup>2\*</sup>Sekolah Tinggi Ilmu Administrasi Puangrimaggalatung, Makassar, Indonesia

### Abstract

The purpose of this study was to determine if the students improved in speaking skills in teaching English by using expressions like and dislike through dialogue in the tenth grade at MAN 1 Watampone. The research uses a descriptive quantitative method with Classroom Action Research (CAR) one group pretest and post-test design. The data analysis involves computing the frequency and percentage of the student's score, mean score, and The Percentages of the students' improvement in speaking ability. The results of the analysis in the study show that teaching speaking using the expression likes and dislikes through dialogue is quite successful. The Dialogues used was effective, especially for speaking skills so, it can be used as an alternative method in teaching speaking based on the results obtained from the post-test results of class X1 students at MAN 1 Watampone for the 2020-2021 academic year.

**Keywords:** Teaching, Speaking Ability, Expressions, Dialogue

### 1. Introduction

Speaking is considered an essential skill to be mastered and a tool for communicating, thinking, and learning. (Bahrami, 2012) "speaking is the social interchange of thought, information or feelings between people. In life speaking is used to establish the self-teem, build relationship, access feelings, and seeks information". To master a speaking skill is difficult in learning English. It may not be neglected while other language skills develop. Speaking skills mastered by students are essential because, through speaking skills, students can express and convey the thoughts or ideas of others. By speaking English, we can communicate with people from other countries. Speaking is not as easy as we think. Many students get difficulty when they are speaking in English. (Harmer, 2007) in (Zhao et al., 2021) the elements of the speaking consist of pronunciation, grammar, and vocabulary. One of the reasons is they lack vocabulary and are afraid to express their ideas in English. Moreover, teaching speaking is an important skill to give the students a chance to practice and dig up their speaking ability. It is necessary to use innovative and creative learning methods that make students more active in learning English, especially speaking in the classroom. (H.Douglas Brown, 2000) teaching is guiding and facilitating, enabling the learners to learn setting the condition for learning. So teaching does not simply inform the knowledge to the students but also a direct mediator and facilitator. It means the teacher should give direction motivation and facilitating the students in teaching learning process. The researcher applied the learning method of dialogue to allow students to express their opinions freely, openly, and responsibly. (Montalvo-balbed, 2012) dialogue is a conversation intent to understand, accept, live in peace, and work together to achieve common prosperity. Expression is one of many materials in the English language for speaking to improve and develop student's ability in speaking. (House & Kádár, 2021) Expression is the act of expressing, conveying, or representing in words, art music, or movement, a manifestation, the manner in which one express one self, especially in speaking, depicting, or performing. We always use expression every day to describe our feeling or ideas after

seeing or experiencing one event or incident. Sometimes, we do not realize if we are using the expression to express or describe our feeling or state when we talk to each other.

(Parker & Bickmore, 2020) Dialogue enables students to develop relationships and skills for handling conflict, proactively in classroom pedagogies and in response to disputes. Yet, such practices are challenging to fully implement and sustain in schools. While (Dewi, 2011) dialogue can improve the students' speaking skill, in the terms of; Improving the students' accuracy, fluency, vocabulary. And dialogue also can improve the classroom atmosphere, students' involment, self-convidence, students' ability in solving problem and improving the students' motivation and interest. Dialogue is two communication, it means we just not have to express something but we should have to understand what another peoples (Chien, 2021). (Hardjana, 2007) one of the benefits of dialogue based on a personal level of importance that the dialogue can improve mutual understanding and receiving, as well as developing a life togetherness and peace, mutual respect, and mutual enrichment. Based on observations made in class X studies, learning just wait for English textbook because the method used only monotonous lecture method. The reality in school shows that the student's ability in speaking the English language is still low because the method of learning the English language which carried out in both classes is the conventional one, there is no new method constructed for this case.

## 2. Method

This study uses descriptive quantitative method with Classroom Action Research (CAR) one group pretest and post-test design which uses four steps in each cycles namely; Planning, Action, Observation, and Reflexion. This study carried out at MAN 1 Watampone in Bone Regency. The sample of this study is Class X1 that consist of 24 students, 18 girls and 6 boys. Technique sampling in this study was lottery strategy. Data collection consist of observation, test (Speaking Test), and documentation. The data analysis involves computing the frequency and percentage of the student's score, mean score, and The Percentages of the students' improvement in speaking ability.

## 3. Result

**Table 1.** Students' speaking ability test result in cycle 1 (pre-test) and cycle 2 (post-test)

No	percentage	Criteria	Cycle			
			Cycle 1		Cycle 2	
			<i>f</i>	%	<i>f</i>	%
1	90-100 %	Excellent	1	4,16 %	1	4,16 %
2	80-89 %	Very good	0	0 %	5	20,83 %
3	76-85 %	Good	1	4,16 %	9	37,5 %
4	66-75 %	Fairly good	1	4,16 %	4	16,67 %
5	56-65 %	Fair	7	29,1 %	2	8,3 %
6	36-55 %	Poor	13	54,1 %	3	12,5 %
7	0-35 %	Very poor	1	4,16 %	0	0
<b>Total</b>			<b>24</b>	<b>100 %</b>	<b>24</b>	<b>100</b>

The table above showed the frequency and the rate percentage of the students' speaking ability tests in cycle 1 (one) and cycle 2 (two). The frequency and the rate percentage of the students' speaking ability tests in cycle 1 (one) and cycle 2 (two) can be seen from the table. In cycle 1 (one), the students got excellent criteria is 1 (4,16%), 0% of students got very good, 1 (4,16 %) of student got good criteria, 1 (4,16 %) student got fairly good criteria, 7 (29,1 %) students got fair criteria, 13 (54,1 %) students got

poor criteria, and 1 (4,16 %) student got very poor criteria. And for cycle 2, the table shows that students got excellent criteria, 1 (4,16 %), and students got very good criteria, 5 (20,83 %) students got good criteria, 9 (37,5 %), and students got fairly good criteria, 4 (16,67 %), and students got fair criteria, 2 (8,3 %), and students got poor criteria, 3 (12,5 %), and the last for students got very poor criteria, 0 (0 %).

The average score in cycle 1 was 57.5 % which the highest score being 95 and the lowest score being 35. There were only 3 (three) of students who completed pass the test (12,5 % of students). The average score in the result in cycle 2 was 76,45 %. the highest score was 95 and the lowest score was 50.19 of students were completed or passed the test (79,16 % of students). Compared to the first cycle, there was a 32,95 % average of the increasing of speaking ability test. It meant there was an improvement in students speaking ability

**Table 2.** The result of students' interest toward teacher's teaching methods

No	Items	Always	Often	Seldom	Never
1	Students' interest in teacher method.	18 (75 %)	4 (16, 6 %)	2 (8,3 %)	-
2	The method helped the students in speaking ability	17(70.8 %)	4 (16, 6 %)	3 (12.5 %)	-
3	Students' persistence in using the method	13(54.1 %)	9 (37.5 %)	2 (16.6 %)	-
4	The students' motivation in speaking activity.	15(62,5 %)	5 (20.8 %)	2 (8.3 %)	2 (8.3 %)

The table indicated that most students were interested, felt helped, persistent, and motivated by the teacher's teaching method.

**Table 3.** The result of students' speaking activities

No	Items	Always (%)	Often (%)	Seldom (%)	Never (%)
1	Interaction with teacher and friends.	14 (58,3 %)	7 (29. 1%)	3 (12. 5 %)	-
2	Being persistence in facing reading difficulties.	8 (33.3 %)	12 (50 %)	2 (8.3 %)	2 (8.3 %)
3	Wanting to get feedback.	6 (25 %)	12 (50 %)	4 (16.6 %)	2 (8.3 %)
4	Having self confidence in speaking.	8 (33.3 %)	10 (41.6 %)	3 (12. 5 %)	3 (12.5 %)
5	Competing positively.	5 (20.8 %)	15 (62.5 %)	3 (12. 5 %)	1 (4.16 %)
6	Having high discipline in using time.	7 (29.1 %)	9 (37.5 %)	5 (20.8 %)	2 (8.3 %)
7	Not easy to be satisfied with the speaking result.	7 (29.1 %)	12 (50 %)	3 (12. 5 %)	2 (8.3 %)

8	Having willingness to work in group	14 (58.3 %)	8 (33.3 %)	2 (8.3 %)	-
---	-------------------------------------	-------------	------------	-----------	---

---

The reason for the increase was as follows:

- The students felt comfortable learning with the teacher and their friends.
- They didn't feel shy to speak and were interested in the teacher and their friends.
- They enjoyed the learning atmosphere that the teacher had built.
- The teacher gave more opportunities to the students to share their opinion.

#### 4. Discussion

##### The students' results in speaking ability test in each cycle

Based on the table result of students' speaking ability test, there was an increase in students' speaking ability used an expression like and dislike through the speaking method to the tenth-grade students of MAN 1 Watampone. The researcher could see that the average score for each cycle, in cycle 1 was 57,5 %. The highest score was 95, and the lowest score was 35. There were only 3 students who completed or passed the test (12.5%). As a result of the average score in cycle 2 was 76,45 %. The highest score was 95, and the lowest score was 50. 19. Students complete or pass the test (79.16 %). While the first cycle, there was a 32,95 % average of the increasing students speaking ability test. It means there was an improvement in students speaking ability.

##### The result of students' interest in teacher's teaching strategies and the result of students' speaking activities

The researcher did the checklist to know how the students worked in the group, how many students were active, what the students' activities were, and observed students during process discussion, presentation in the learning process. Based on the result of students' interest in the teacher's teaching methods in table 3.2 above and the result of students' speaking activities in table 3.3, most students were interested, felt helped, persistent, and motivated by the teacher's teaching method. It means that the method the researcher used in this study could improve the student's ability to the tenth-grade students of MAN 1 Watampone. The reason for the increase was as follows:

- The students felt comfortable learning with the teacher and their friends.
- They did not feel shy to speak and were interested in the teacher and their friends.
- They enjoyed the learning atmosphere that the teacher had built
- The teacher gave more opportunities to the students to share their opinion.

#### 5. Conclusion

Based on the results of this study, all of the processes in learning English use classroom action research design in measuring students' ability to speak in English by using expression of likes and dislikes in the tenth-grade of MAN 1 Watampone, it can be concluded that teaching speaking skills using expression of likes and dislikes through dialogue can help students to understand and to increase their confidence in speaking activities, especially in English. It caused the dialogue method to provide a new atmosphere in the learning process and direct practice with friends to increase self-confidence, grammar, and vocabulary. It means that this method is very effective in improving students' ability to speak English. The students had a positive increase in using the dialogue method with the expressions of likes and dislikes in speaking English. The data shows us if the method is successful and very effective in the students' learning process, especially to improve their ability in speaking.

## References

- Bahrami, L. (2012). *Implementing Learning Community Strategy To Improve Students Speaking Ability in Junior High School*. 12(9), 3–6.
- Chien, J. (2021). The role of friendships in shy students' dialogue patterns during small group discussions. *Contemporary Educational Psychology*, 67.
- Dewi, R. K. (2011). *IMPROVING STUDENTS' SPEAKING SKILL THROUGH DIALOGUE ( An Action Research Conducted at the Tenth Year Students of SMA N 1 Teras , Boyolali of the Academic Year 2010 / 2011 )* Ratna Kurnia Dewi Thesis Teacher Training and Education Faculty Sebelas Maret Uni.
- H.Douglas Brown. (2000). [H.\_Douglas\_Brown]\_Teaching\_by\_Principles,\_Second\_(BookFi.org).pdf. In *Teaching by Principles An Interactive Approach to Language Pedagogy* (p. 491).
- Hardjana, A. M. (2007). *Komunikasi Intrapersonal dan Interpersonal*.
- Harmer. (2007). *The Practice of English Language Teaching*. (Fourth Edi). Pearson Education Limited.
- House, J., & Kádár, D. Z. (2021). Altered speech act indication: A contrastive pragmatic study of English and Chinese Thank and Greet expressions. *Lingua*, xxxx, 103162. <https://doi.org/10.1016/j.lingua.2021.103162>
- Parker, C., & Bickmore, K. (2020). Classroom peace circles: Teachers' professional learning and implementation of restorative dialogue. *Teaching and Teacher Education*, 95, 103129. <https://doi.org/10.1016/j.tate.2020.103129>
- Zhao, S., B, J. F., A, K. P., & Rong Luo. (2021). Information literacy skills: Investigating differences between native and non-native English-speaking students. *The Journal of Academic Librarianship*.